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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Autumn | **Number: Place Value** I can count forwards and backwards in 100s to 1,000.I can recognise the place value of each digit in a three-digit number, focussing on the hundredsI can read, write and represent numbers to 1,000 using different representationsI can partition three-digit number into different combinations of hundreds, tens and ones e.g. 146 = 100 + 40 + 6, 146 = 130 + 16.I can round any whole number to the nearest 10 and 100 (number line to 1000).I can find 1, 10 or 100 more or less than a given numberI can compare objects and numbers to 1,000I can order numbers to 1,000I can count in forwards and backwards multiples of 50s. | **Number: Addition and Subtraction** I can add numbers mentally to a 3 digit number:- a 3 digit number and ones - a 3 digit number and tens - a 3 digit number and hundredsI can subtract numbers mentally to and from a 3 digit number- a 3 digit number and ones - a 3 digit number and tens - a 3 digit number and hundredsI can add numbers with up to three digits, using formal written methods (column addition)I can subtract numbers with up to three digits, using formal written methods I can estimate the answer to a calculation and use inverse operations to check answers**Children to be secure at mental addition and subtraction before bordering tens and hundreds.** | **Number: Multiplication and Division** I can recall and use multiplication facts for the 3 times table.I can recall and use multiplication facts for the 4 times table.I can recall and use multiplication facts for the 8 times table. |
| **Representations and structure**Part part whole, bar model, number track, number lines, hundred square, thousand squares, hundred booklet, place value chartPlace value counters, tens frame, base 10, bead strings. | **Fluency**Automaticity of number bonds to apply to larger numbers.**Representations and structure**Part part whole, bar model, number track, number lines, place value chartPlace value counters, base 10, cubes. | **Fluency**Automaticity of multiplication and division facts for the 3, 4 and 8 times tables.**Representations and structure**Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart.Numicon, counting objects, digit cards, place value counters, base 10.\*equal groups of representations |

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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Spring | **Number - Multiplication and Division** I can write and calculate mathematical statements for multiplication using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods.I can write and calculate mathematical statements for division using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods.I can solve problems involving scaling.  | **Measurement: Length and Perimeter**I canmeasure the perimeter of simple 2-D shapes | **Number: Fractions A**I can recognise, find and write unit fractions of a discrete set of objects (with small denominators).I can recognise, find and write non-unit fractions of a discrete set of objects (with small denominators).I can recognise that tenths arise from dividing an object into 10 equal parts.I can count up and down in tenths. | **Number: Fractions B**I can recognise that a tenth is dividing one-digit numbers or quantities by 10 (tenths as decimals).I can recognise, find and write unit fractions of a discrete set of number and quantities (with small denominators).I can recognise, find and write non-unit fractions of a discrete set of number and quantities (with small denominators).I can recognise equivalent fractions using diagrams and numbers.I can compare and order unit fractions.I can compare and order fractions with the same denominators.I can add fractions with the same denominator within one whole.I can subtract fractions with the same denominator within one whole. |
| **Fluency**Automaticity of multiplication and division facts for the 3, 4 and 8 times tables.**Representations and structure**Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart.Numicon, counting objects, digit cards, place value counters, base 10.\*equal groups of representations |  | **Fluency**Can count in fractions (familiar fractions with small denominators).**Representations and structure**Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole. | **Fluency**Know that the decimal place is a fixed point.Can count in fractions (familiar fractions with small denominators).Can understand that when comparing unit fractions the smaller the denominator, the larger the fraction (e.g. ½ > 1/3).Can understand that when comparing non-unit fractions, if the numerators are the same, they can apply their understanding of the denominator size (e.g. 4/7 > 4/8).Can understand that when comparing fractions with the same denominator, the larger the numerator, the larger the part (e.g. 3/7 < 4/7).Can understand that when the denominators are the same, normal rules of arithmetic apply (e.g. 3/7 + 2/7 = 5/7)**Representations and structure**Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole. |

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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Summer | **Measurement: Mass and Capacity**I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | **Measurement:****Money**I can add and subtract amounts of money to give change, using both £ and p in practical contexts | **Measurement: Time** I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight I can know the number of seconds in a minute and the number of days in each month, year and leap year I can compare durations of events [for example to calculate the time taken by particular events or tasks]. | **Geometry: Shape**I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them I can recognise angles as a property of shape or a description of a turn I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | **Statistics**I can interpret and present data using bar charts, pictograms and tables I can solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | **Consolidation** |
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